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ABSTRACT

This monograph was created to help colleges and universities throughout the West strengthen their commitment to diversity. Twenty colleges and universities in four states--Idaho, New Mexico, North Dakota, and Oregon--participated in the Institute for Ethnic Diversity, with each campus, from large state research institutions to small community colleges, producing a locally developed diversity plan. Common strategies that emerged included the following: articulate the benefits of institutional diversity planning explicitly and clearly; develop a shared campus-specific vision; create a comprehensive institutional plan; include ongoing assessment and accountability measures; secure strong and active support from institutional leaders; ensure that all stakeholders participate in the planning process; establish open and ongoing communication with all campus constituencies; encourage campus leaders to deal with diversity issues and controversies in a direct manner; allocate sufficient resources for both planning and implementation; and seek out opportunities to work collaboratively with local, state, regional, and national bodies. Brief profiles of the seven institutions whose diversity plans are highlighted in this document are appended. (CH)

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Best Practices in Institutional Planning for Diversity

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Best Practices in Institutional Planning for Diversity

Institute on Ethnic Diversity
WICHE

Editor
Eleanor Hubbard, Ph.D.

Funding for this publication was provided by the Ford Foundation

Western Interstate Commission for Higher Education
Boulder, Colorado

The Western Interstate Commission for Higher Education (WICHE) is a regional public agency established to promote resource sharing, collaboration, and cooperative planning among the western states and their colleges and universities. WICHE is governed by a Commission appointed by the governors of the member and affiliated states which include:

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WICHE's mission centers on strengthening educational opportunities for students through expanded access to programs; assisting policymakers in dealing with higher education and human resource issues through research and analysis; and fostering cooperative planning and effective use of resources.

Among its activities, WICHE is:

- ✔ administering exchange programs that provide educational options for western students and states in a wide range of fields at the undergraduate, graduate, and professional levels and with reduced rates of tuition
- ✔ helping states and institutions make better use of telecommunications and distributed education through the Western Cooperative for Educational Telecommunications
- ✔ providing a wide range of information to policymakers and supporting the policy setting process at the state level

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THIS publication is the result of the leadership and commitment of many people dedicated to a diverse and multicultural world that assures social justice and equity of all people. Through their various roles and work at colleges and universities and other higher education organizations, many individuals supported the Western Interstate Commission for Higher Education's Institute on Ethnic Diversity through the best and most difficult of times. We are all familiar with the challenges faced when there are no immediate or definitive answers to a change process that profoundly affects everyone. Without the courage of all who participated in the Institute on Ethnic Diversity, and their commitment to a just and socially responsible world, the institutional planning and learning that occurred would not have taken place. We have all benefited from the process.

In this regard, we are especially grateful to the leadership provided by the presidents of all the colleges and universities that participated; the team leaders; the State Higher Education Executive Officers in participating states; and the community-based leaders. We would like to thank the WICHE staff for its support, and especially to acknowledge Jere Mock and Arlene Vigil for their enduring leadership, wisdom and work in the Institute. A special thank you goes to Thomas Massey for his leadership and work in the Oregon Institute on Ethnic Diversity. Finally, without the diversity experience and expertise of Betty Schmitz and Eleanor Hubbard, this publication would not have been completed. Betty analyzed the reports and developed the first draft of the best practices. Eleanor added her insight as the primary editor. Anne Finnigan, Jere Mock, and Deborah Jang assisted with final editing and publication design, and Diana Vari and Carol Wimert provided administrative support. We are indebted to each of them.

We are deeply grateful to the Ford Foundation, whose ongoing support for WICHE's diversity initiatives made the Institute on Ethnic Diversity a working reality; and we wish to offer particular thanks to Edgar Beckham, former program officer and coordinator of the Ford Foundation's Campus Diversity Initiative, for his invaluable leadership and assistance throughout this process.

Suzanne Benally, Director
Institute on Ethnic Diversity (1991-1996)

Richard Jonsen, Executive Director
Western Interstate Commission for Higher Education

This publication was developed from case studies authored by the following individuals, who were catalysts at their colleges and universities – and who provided long and extensive transcripts, from which we drew our ten "best practices." They are the true leaders, with the vision and patience to make a multicultural world come true.

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Dean of Liberal Arts
Eastern New Mexico University

Everett Frost
President
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San Juan College

Betty Hecker
Director, Affirmative Action
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Teter Kapan
Multicultural Specialist
Chemeketa Community College

Robert Littlefield
Director, Institute for the Study of Cultural Diversity
North Dakota State University

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Former Director, Office of Multicultural Affairs
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Best Practices in Institutional Planning for Diversity

IN 1992 the Western Interstate Commission for Higher Education (WICHE) created the Institute on Ethnic Diversity to help colleges and universities throughout the West strengthen their commitment to diversity. Funded by the Ford Foundation's Campus Diversity Initiative, the four-year project has proved to be an innovative force in helping institutions understand the issues surrounding diversity and create campus environments that are conducive to academic progress by all students.

Twenty colleges and universities in four states – Idaho, New Mexico, North Dakota, and Oregon – participated in the Institute. Representatives from the entire campus community took part, including presidents and other top administrators; faculty, staff and students; and governing board members. The Institute also facilitated networking by teams of key leaders from several colleges and universities that shared a common governance structure.

Each campus – ranging from large state research institutions like the University of Idaho to small community colleges such as Chemeketa in Oregon – produced a "locally developed" diversity plan, reflecting its unique philosophy, history, and geography. In 1996 team leaders from six of the campuses participated in an assessment of the Institute. This report shares their findings, outlining the strategies and practices that these institutions used to promote diversity as a central element of their mission.

INSTITUTE PARTICIPANTS

The following colleges and universities participated in the Institute on Ethnic Diversity (the states are listed by dates of participation).

- ✔ New Mexico: Eastern New Mexico University at Portales, Eastern New Mexico University at Roswell, San Juan College, and the University of New Mexico
- ✔ North Dakota: Bismarck State College, Dickinson State University, North Dakota State University, and the University of North Dakota
- ✔ Idaho: Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College, and the University of Idaho
- ✔ Oregon: Chemeketa, Clackamas, Lane, Mt. Hood and Rogue Community Colleges

THE goal of the Institute on Ethnic Diversity was to help create a comprehensive strategic planning process intended to strengthen ethnic minority participation and achievement at colleges and universities. The process fostered collaboration between institutions and encouraged policy development in support of diversity at the state level, as well. The Institute's specific objectives were:

- To help campuses understand diversity as a central element of their mission, and to help them define it "locally" – within each institution's specific environment
- To assist campuswide leadership teams in developing strategic plans that promote multiculturalism – specifically, the recruitment and retention of underrepresented ethnic minority students, faculty, staff and administrators
- To ready campus communities for changes produced by the Institute process, preparing them to use any resulting conflict as a learning tool
- To promote diversity on a systemwide basis through new state policy initiatives

Participants were asked to question and rethink all dimensions of campus life. The Institute facilitated this process through self-assessments that helped institutions develop – or reaffirm – policies that place diversity goals among the highest institutional priorities. Over the course of a year, each campus engaged in a four-phase process that covered:

- Development of leadership and vision, and definition of terminology
- Assessment and goal setting
- A statewide Institute seminar
- Refinement of a campus action plan and implementation

As colleges and universities worked toward building inclusive and culturally pluralistic campuses, two major questions guided their thinking: "What does a campus that espouses and practices diversity look like?" and "What are the indicators of success?" These questions were addressed via a portfolio assess-

ment and benchmarking process for campus planning, developed by Henry Ingle along with WICHE staff and adapted for use at each campus.

The Institute's most important outcome was the development of comprehensive diversity action plans on each campus. These plans outlined strategies and timelines for hiring underrepresented ethnic minority faculty; increasing the enrollment, retention and graduation of underrepresented ethnic minority students; establishing faculty development programs for diversity; transforming the curriculum; and implementing administrative changes that would strengthen campus diversity. Participants also reported that the Institute process helped them to educate a core of campus leaders, including teams created to sustain diversity work; create a campus dialogue on diversity; focus their planning and development processes; and assess past and current diversity.

Each of the 20 participating campuses created its own "locally developed" diversity plan, and from these various plans, a number of common strategies emerged.

- ✔ Articulate the benefits of institutional planning for diversity – for students, faculty, the institution and society – explicitly and clearly.
- ✔ Develop a shared vision that is campus-specific.
- ✔ Create an institutional plan that is comprehensive.
- ✔ Include ongoing assessment and accountability measures.
- ✔ Secure strong and active support from top institutional leaders.
- ✔ Ensure all stakeholders in the campus community participate in the planning process.
- ✔ Establish open and ongoing communication about the process with all campus constituencies.
- ✔ Encourage campus leaders to deal with issues and controversies surrounding diversity in a direct manner.
- ✔ Allocate sufficient resources for both planning and implementation of diversity measures.
- ✔ Seek out opportunities that allow the campus to work collaboratively with local, state, regional, and national bodies.

In the following pages, we undertake to describe and analyze these strategies – ten "best practices" in institutional planning for diversity.

Best Practices

1 Articulate the benefits of institutional planning for diversity – for students, faculty, the institution and society – explicitly and clearly.

IT is essential for leaders of the planning process to articulate both the need for and the benefits of a diverse curriculum from a diverse faculty for a diverse student body. Multicultural courses provide the knowledge that students will need in a global society, including understanding of (and tolerance for) cultural differences, as well as skills such as cross-cultural communication, critical thinking and team building. But the imperative to provide students with an education for the 21st century – including an appreciation of diversity – has met with some resistance, creating a climate in which campus leaders must justify diversity as an institutional priority.

The benefits of institutional planning for diversity are clear. By the year 2010 people of color will represent one-third of the country's population, according to the U.S. Census Bureau. Beyond academe, many corporations have become responsive to demographic changes, viewing diversity as what Linda Morris, University of Idaho's former director of multicultural affairs, calls an "economic imperative" – an antidote to high turnover, low productivity, ineffective recruitment, worker stress and other drains on corporate resources. In her study of workforce demographics, Morris argues that unless higher education becomes more effective in educating ethnic minority students, the U.S. workforce will become increasingly less skilled and the economy will weaken.

The demographic issue became a critical one for Chemeketa Community College in Salem, Oregon, when

With opportunities for world travel, communications, and international trade increasing, it is clear that our graduates will have increased contact with other cultures. Understanding other cultures and respecting their values is fundamental to being able to successfully conduct business in and with these cultures. We fail our students if we do not prepare them intellectually to live in our global village.

Jim Ozbun
Past President,
North Dakota State University

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Oftentimes, ethnic diversity dwells on the past injustice to ethnic groups, and other students are quick to tire of this approach. Many resist hearing the stories of oppression and state that they cannot undo the wrongs from past generations. Our approach has focused on the importance of educating the new majority (that is, U.S. demographic trends in the 21st century) and the effect of diverse populations on our nation's economy and workforce. By emphasizing the diversity topic as an economic imperative for all U.S. citizens, more of the current majority population is willing to listen to the social, democracy, and equality arguments.

Linda Morris,
Former Director of
Multicultural Affairs,
University of Idaho

college administrators discovered that the county's Hispanic population was growing and that changes were needed in the curriculum to accommodate this. While only 8 percent of the college's students over 40 were people of color, that figure jumped to almost 26 percent for students aged 20-29 (between 20-25 percent did not disclose ethnic background).

A second rationale for diversity planning is legislated change. San Juan College and Eastern New Mexico University both responded to and relied on legislation passed in 1992 by the State of New Mexico to develop campus plans to deal with campus diversity. Also important are the forces operating behind such legislation – forces such as social responsibility, political pressure, national trends and educational or accreditation imperatives that, according to Robert Littlefield, director of the Institute for the Study of Cultural Diversity at North Dakota State University, provide "external leverage."

Some campuses depend on current or historical commitments to serve specific diverse populations. San Juan College's commitment to Native American students derives from the fact that it has one of the largest enrollments of Indian students in the country. One-third of the college's service area lies within the Navajo Nation, and it also includes the Southern Ute, Ute Mountain and Jicarilla Apache Nations; Native American students represent 28 percent of its student body. Likewise, for the University of Idaho, the commitment comes from the proximity of the Nez Perce and Coeur d'Alene Nations as well as the legal status of those nations and three others – Kootenai, Shoshone-Bannock, and Shoshone-Paiute – in Idaho. In practice, that commitment has resulted in the establishment of a Native American Advisory Board by the university, as well as in the offer of in-state fees to Indian students who are tribal members of these five nations, regardless of their resident status.

Best Practices

2 Develop a shared vision that is campus-specific.

THE first step in the diversity planning process is for the campus to develop a shared vision or a set of principles to use as a guide. Consensus building, while difficult when diverse stakeholders are involved, is crucial to the process. A written vision statement that takes into account the ideas, hopes, and perspectives of diverse constituent groups provides the best chance for success and a means of resolving any future differences, as well.

At Eastern New Mexico University, Everett Frost, the university's president, along with Patrice Caldwell, dean of liberal arts, worked with other planning committee members to develop a shared vision that reflected the university's mission. In developing the vision, the planning committee relied on a faculty statement identifying the need for students "to become mature, adaptable citizens, capable of meeting the challenges that will confront us as members of a multicultural community." The committee broadened that mission by calling for a campus climate that would help students realize this goal and also extended the legislative definition of diversity to include factors beyond ethnicity and gender. While the vision statement was a source of controversy, its conviction and clarity carried the campus through the subsequent debate.

> Achieving a "shared" vision is a tremendous challenge, even on a small and friendly campus. Nonetheless, sharing a vision had to be the first step. Visions that may be "shared" may later reveal deep and fundamental differences previously unexamined.
>
> Patrice Caldwell, Dean of Liberal Arts, and Everett Frost, President, Eastern New Mexico University

> Eastern New Mexico University, first and foremost an institution of learning, is committed to affirming and fostering the study of ideas and values in an environment that supports each person's full development. To that end, we endeavor to conduct the University's affairs in an atmosphere that respects each individual, that enhances human dignity, and that models that conviction in behaviors, policies, teaching, curriculum, and dialogue inside and outside of the classroom.
>
> ENMU strives to create a campus climate which values diversity in students, faculty, staff, administration, and the extended community. Diversity is here defined to include but not to be limited to differences that may shape our

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Diversity is here defined to include but not to be limited to differences that may shape our learning and working environment. These differences include age, creed, culture, disability, ethnicity, gender, race, sexuality, and socio-economic status. These terms represent a current understanding of diversity – an understanding which will evolve as we discover and come to value our differences.

From the ENMU Vision Statement

learning and working environment. These differences include age, creed, culture, disability, ethnicity, gender, race, sexuality, and socio-economic status. These terms represent a current understanding of diversity – an understanding which will evolve as we discover and come to value our differences.

At San Juan College, President James Henderson presented the school's diversity plan to the governing board for debate and approval. The governing board embraced the plan and passed the Cultural Diversity Resolution, which became the cornerstone of the campus diversity program. A pocket-sized card outlining the resolution was printed and distributed throughout the college.

We, the Board, Faculty and Staff of San Juan College, assert these fundamental beliefs:

- ✔ that every individual has inherent worth and potential regardless of race, sex, socio-economic group or other factors, and
- ✔ that the College pledges itself to provide a variety of programs and activities to develop that potential.

The Board, Faculty, and Staff assert our commitment to cultural diversity and that this commitment entails learning more about and respecting cultures other than our own.

North Dakota State University was also concerned about campus climate. The 40-member institutional team participating in the Institute crafted a proposed mission statement declaring that NDSU was "genuinely committed to the cultural diversity of its students, faculty and administration" and would show with actions and words that it meant to make the campus an "open, supportive, and responsive environment." Diversity was defined to include "differences such as those arising out of age, class, ability/disability, ethnicity, gender, race, regional differences, religion, sexual orientation, or world view."

Chemeketa Community College discovered an unexpected benefit from its visioning process. As participants worked toward consensus, they scrutinized existing programs and departments – the Underrepresented Student Services, the College Assistance Migrant Program, Deaf Services, Services for Students with Disabilities and the Cultural Forum, to name just a few – with an eye to providing them with additional support.

Best Practices

3 Create an institutional plan that is comprehensive.

INSTITUTIONAL planning for diversity requires a comprehensive approach to building a campus community that is inclusive and socially just. A comprehensive planning process involves:

- ✔ Assessing the existing environment for diversity
- ✔ Identifying changes to bring about full participation by diverse students, faculty and staff
- ✔ Developing comprehensive plans of actions
- ✔ Supporting the implementation of the plan's objectives
- ✔ Providing an ongoing evaluation of the process and making adjustments
- ✔ Documenting the process for accountability

A comprehensive planning process incorporates all facets of a campus organization, as all of them are interconnected. For the recruitment of students from diverse backgrounds to be a real success, for example, a college or university must provide an environment that fully supports the students' academic and social life on campus. Efforts in student affairs must be matched with efforts in academic affairs, so that the curricula, teaching and student services all support the institution's diversity goals – and its students. To accomplish this, the plan must be locally defined; involve all campus constituencies and develop multiple leaders; be based upon short- and long-term goals that are actualizable; and employ terminology that is understood by all.

Participants in the Institute on Ethnic Diversity were required to make an assessment of the history of support and funding for ethnic minority participation on campus over the past several decades. The Institute provided a survey which identified institutional and community strengths and weaknesses, and assessed administrative and academic support for diversity. Participants evaluated several factors, including campus climate; recruitment and retention; curriculum and pedagogy; and resource allocation. Goals for different areas and constituencies were laid out, and timelines and resources specified.

San Juan College used surveys to assess the status of diversity on its campus. The collection of data, though costly in dollars and staff time, provided valuable

By 1993 Chemeketa had a multicultural team and campus creed, and had made numerous grassroots efforts to share a variety of visions of pluralism; yet an understanding of diversity and its meaning for Chemeketa had not reached into areas like the strategic plan, budget, and goals. Dialogue on these issues was often generated out of reaction or was isolated among those people who were perceived to be in possession of the passion or were seen as responsible for solving these problems.

Teter Kapan,
Multicultural Specialist,
Chemeketa Community College

information that helped focus the diversity agenda and also provided concrete information on campus diversity efforts. The importance of specific data in the budget and planning process cannot be overlooked: a comprehensive diversity program cannot survive on general observations and feelings.

The University of Idaho's strategic plan, developed in 1997, targets diversity as a goal with specific aims in a number of different areas, including curriculum, hiring, and recruitment. The plan emphasizes recruiting from special populations to build a community of women and men representing different races, religions, geographic and national origins, socioeconomic backgrounds, and general character. Recruitment, support, retention, and training for faculty and staff serving multicultural populations are specific strategic actions within the plan, as is the need to create diversity throughout the employment base. Also, the university's core curriculum establishes diversity and international understanding as two of the central goals of teaching. Diversity holds a central place in the University of Idaho plan, which is the institution's blueprint for allocation of financial resources – and its ultimate measure of success – in the coming years.

While diversity planning must be comprehensive, not every part of the institution moves at the same pace. Basing plans on real, unit-specific data from the present and the past will enable achievable goals to be set. Sufficient time must be taken to conduct the initial assessment of the campus environment, making sure that the information is gathered as widely across the campus as possible. This will slow down the process at the beginning, but will provide a foundation for generating support as the strategic plan unfolds.

Best Practices

4 Include ongoing assessment and accountability measures.

THE importance of ongoing assessment and accountability cannot be overemphasized. Institutions used their original self-evaluation to lay the ground for an ongoing assessment that helped guide the process; while accountability efforts placed the diversity initiative in a framework with milestone markers, deadlines and role expectations.

Maintaining an ongoing effort to promote diversity involves creating a campus organization which enables groups of individuals working on diversity initiatives to communicate with each other regularly. This organization must have access to the institution's president and vice presidents to inform them about achievements, possible problems, and solutions. Without such an organizational structure, the efforts of individuals remain individual – and end when the individuals stop their work. Efforts of the magnitude required to make organizational changes must be grounded in a foundation of institutional support – committees and procedures that will guarantee progress is being made. When assessment and accountability structures are not built into the plan at the beginning – as happened at North Dakota State University – later diversity efforts may be hampered. Establishing these procedures after the fact is more difficult than at the beginning.

A key to the sustainability of ENMU's diversity efforts is ongoing assessment, reevaluation, and revision of our efforts. Many of these efforts, however, are extremely difficult to assess. This "pebble in the pond" effect, where specific precipitating causes are not directly linked to effects, is not a negative. Indeed, the pervasive nature of diversity awareness and its tiny adjustments and changes to everyday business is precisely the point of many of our initiatives.

Patrice Caldwell
and Everett Frost,
Eastern New Mexico University

The president of San Juan College directed the school's Ethnic Diversity Task Force to develop a process that would make the institution accountable to both the community and the college's governing board. The diversity plan was fully integrated into the five-year institutional strategic plan and became a critical component of the annual objectives. This step in the process was crucial in

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A complete campus inventory remains essential for a successful diversity plan; it allows for an overall assessment of the various components of the diversity plan and assists in evaluating the effectiveness of activities.

Gary Golden,
Dean of Student Services,
San Juan College

moving the plan from paper to reality. Administrative staff members monitored aspects of the plan and reported to the president each quarter. Specific diversity objectives were included in individual staff members' annual charters of accountability at the departmental level; and the governing board received annual briefings about the progress of the plan.

At Eastern New Mexico University, ongoing accountability was an important aspect of institutional planning for diversity. Progress measures included tracking efforts and updating input from all populations. An outside research company was hired to conduct a comprehensive community survey to track the progress of many programs, including diversity, on a regular basis. Additionally, each semester, college deans conducted interviews with exiting seniors, asking, "How did your educational experience enhance your appreciation of cultures other than your own?" and other questions about satisfaction with the campus climate (recently, 97 percent characterized the college as a friendly, diverse environment). Surveys of diversity committee members and academic deans were useful in monitoring the status of the plan's implementation and identifying future directions of diversity planning. Data from these interviews and surveys were distributed and discussed. To encourage accountability, the diversity plan at ENMU was integrated into the campus five-year strategic plan and annual institutional objectives. The governing board continues to monitor the progress of the diversity plan through an annual review of its goals.

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Best Practices

5 Secure strong and active support from top institutional leaders.

PLANNING for diversity will not result in real institutional change unless it is embraced by an institution's top leaders. Participants in the Institute on Ethnic Diversity guaranteed broad participation from campus leadership – from the presidential level on down – as well as from "grassroots" constituencies. Campuses where the president and other senior leaders were enthusiastic and consistent in their support – and serious about accountability – were the most successful; those that experienced turnover in senior administration during the process reported that support was inconsistent and planning often stalled.

The most successful campuses had presidents who not only expressed public commitment but also shepherded diversity plans through institutional channels. In his 1992 annual address, President Everett Frost of Eastern New Mexico University announced that diversity planning would be one of the primary administrative goals for the new academic year; he formed a diversity council to spearhead the process and committed ENMU to participate in the Institute on Ethnic Diversity. By the end of the year, the university's board had approved the diversity plan and implementation had begun.

At San Juan College President James Henderson presented the school's diversity plan to its governing board as the "right thing to do" to move the institution forward. Henderson also directed the college's Ethnic Diversity Task Force to implement the plan and to develop a process that would make the institution accountable to both the community and governing board.

> From a president's perspective, the Institute's view that the enhancement of diversity on campus is a long-range goal, not easily achieved with "quick fix" strategies, was both realistic and important. My own view is that most institutional change requires a broad commitment and a willingness to place the issue foursquare in the daily life of campus, not just a few strategies of limited support and duration.
>
> Charles Ruch,
> President,
> Boise State University

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It is obvious that leadership has been a linchpin of the achievements and potential for further successes in Eastern New Mexico University's diversity goals. Key figures in both planning and achievement have been the New Mexico legislature, the Institute on Ethnic Diversity, the Board of Regents, the university's president and senior administrators, student body president and student government, and the Diversity Committee. It is impossible to imagine the successes and future direction of diversity on the Eastern campus without the contributions of these groups and individuals.

Patrice Caldwell and Everett Frost,
Eastern New Mexico University

Top senior administrators at North Dakota State University stated and acted upon their support for cultural diversity initiatives and a strategic diversity plan. President Jim Ozbun cited work on diversity advancement as among his most significant achievements at NDSU; while the vice president for student affairs worked to hire more representatives of traditionally underrepresented groups and to strengthen diversity planning in offices and programs under his jurisdiction. The vice president for academic affairs helped to integrate diversity into NDSU's mission statement and encouraged the broadening of objectives to include: providing funding and support for cultural diversity studies; encouraging faculty to promote appreciation for cultural diversity in the courses they teach; and providing an institutional focus for the development of a cultural diversity perspective. These objectives led to the approval of an Institute for the Study of Cultural Diversity – the only one of its kind in North Dakota – by the State Board of Higher Education.

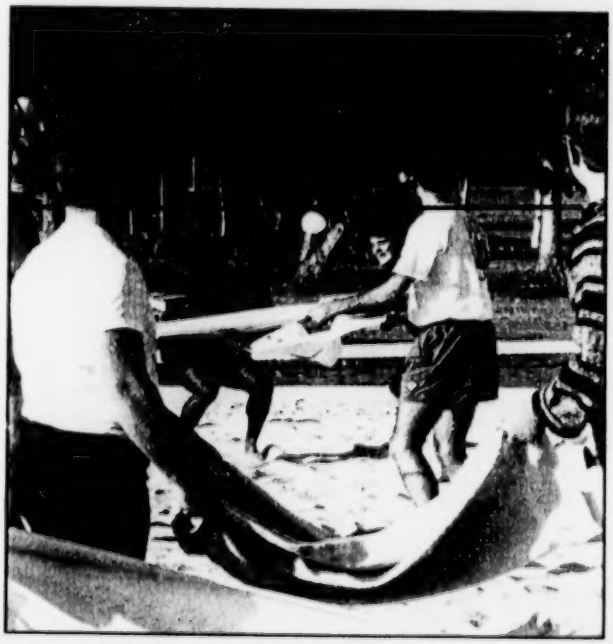

Photo courtesy of Boise State University

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Best Practices

6 Ensure all stakeholders in the campus community participate in the planning process.

A campus cannot expect to achieve inclusiveness if the planning process is not inclusive – in terms of race, ethnicity, gender, sexual orientation and other categories of social identity. The process also must bring in members of different campus constituencies – faculty, administrators, students and staff, as well as alumni and community members. Few people possess the skills to analyze the impact of policies and programs on people differently situated than themselves; the voices of the many need to be heard for a viable plan to emerge.

Boise State University's planning process illustrates the effectiveness of using broadly representative campus teams. Their initiative began with the formation of core teams of key administrators and faculty leaders who had the authority to make decisions and provide resources, or who had significant information and influence. These teams brought on new members, nominated by the deans of each college, to assist in conducting a survey of programs and practices, and to ensure representation of units providing multicultural services. The BSU team of faculty, staff and students that attended the statewide Institute workshop convened by WICHE realized that representatives from the trustees and the community were also needed. All ethnic minority groups were represented in the final team, and members included a public school teacher, a member of the Idaho Migrant Council, a business leader, and a member of the Task Force on Native America Education. Although much more unwieldy in its operation, the expanded team ensured more commitment to the plan by different constituencies.

San Juan College also brought in as many constituencies of the campus community as possible, including all departments. Departments worked together from the very beginning, and their collaboration resulted in fewer turf wars, with program managers looking toward the future health of the institution and the students served rather than their particular programs. Elsewhere, North Dakota State University found that not including deans and department heads early in the planning process was detrimental to its sustainability; campus middle management is usually key to accommodating departmental diversity initiatives or blocking them.

Our plan needed to remain fluid and not become compartmentalized or the responsibility of just a few individuals. It was not just the responsibility of the ethnic diversity task force to undertake aspects of the plan. Departments needed to collaborate and many individuals needed to become involved in implementing the various aspects of the plan. People and financial resources had to be pooled in order to best implement the plan.

Gary Golden,
San Juan College

Finally, one challenge in involving all stakeholders on predominately white campuses needs to be noted. Too often, people of color – still few in number on many campuses – become overburdened with responsibilities and demands on their time from students, departments and the institution. "I received a letter from the president of the college inviting my participation on a task force on diversity, along with 20 other people," writes Cheryl Allison, co-chair of the diversity planning task force at Rogue Community College. "My immediate response was 'Oh, no!' How could I get out of this? My schedule was already full. Being the only African American faculty person on campus I resigned myself to the fact that my absence would be sorely noticed, and I wrote the date on my calendar." For faculty and students of color, status as "diversity experts" can be a source of stress.

Photo courtesy of San Juan College

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Best Practices

7 Establish open and ongoing communication about the process with all campus constituencies.

REACHING out to the campus community at the start of the planning process is essential, and should be done in a systematic way. One-on-one conversations with colleagues, discussion within departments and programs, and presentations to campus governance bodies and general faculty are all equally critical. These kinds of sessions establish a give-and-take between the planning committee and faculty that allows for the consensus building that will yield a successful plan. Members of the planning committee should also communicate frequently and in structured ways with their constituencies to assure them that the planning process is open and receptive to input.

San Juan College's president hosted a conference entitled "New Beginnings" to bring together the leaders of the Anglo, Native American, and Hispanic groups in the college's service area. About 100 participants were invited, including college officials, regional mayors, public school superintendents, church pastors and Chamber of Commerce presidents, along with the president of the Navajo Nation, the presidents of the Navajo chapter houses and other tribal officials, and leaders of social agencies on and off the reservation. The meeting was conducted by an outside facilitator who led participants in identifying and addressing issues. This work continued after the conference and strengthened communication links between cultures and communities in the region. Another San Juan

"Can We Talk?" is borrowed from a student group working with Diversity Committee members who used this title for their panel presentations to the university community. It reflects the spirit of ENMU's planning efforts – the need for serious conversations about difficult issues (*can* we talk?), the need for those most involved and most knowledgeable about the issues to do the talking rather than sit silent (can *we* talk?), and the need for exchange between, among, and across the groupings that divide and define us (can we *talk*?).

Patrice Caldwell
and Everett Frost,
Eastern New Mexico University

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conference, "Creating Cultural Communication," featured speakers from Native American, Hispanic, Anglo and Black cultures; speakers, workshops, entertainment, crafts and meals involved the participants in a cross-cultural dialogue that promoted better understanding of one's own culture as well as an appreciation of others.

Boise State University's team of the chief academic officers, faculty, deans, staff, and student leaders began the assessment process, developed a vision, and initiated goals and objectives, as well as a timeline. The team included representation by the various minority groups that are part of the university and the community. A special subcommittee of faculty members and students drafted the overall philosophy and mission statement, while other subcommittees addressed issues related to goals in three areas—academic, campus climate, and student life. Each subcommittee presented its report to the team and these reports were open to debate and modification, a process that became quite heated at times. Having the vision statement as a guide and representation from a broad perspective was essential at this point. A working draft of the team's plan was distributed to various constituencies for review. The team's chair met with various groups - including the dean's council, faculty senate, professional staff senate, classified staff, and the student senate - to discuss the vision and goal statements and to vote on support for the plan; since each group had membership on the team, this part of the process went smoothly.

Photo courtesy of Eastern New Mexico University

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Best Practices

8 Encourage campus leaders to deal with issues and controversies surrounding diversity in a direct manner.

DIVERSITY planning can be easily disrupted by controversy surrounding its goals and their implementation. Eastern New Mexico University's plan for diversity drew fire less than a year after the university's board approved it. The controversy began with a student who complained that he should not be required to read and discuss an article – written by a Native American, and discussing youthful heterosexual and homosexual experimentation – that contradicted his religious beliefs. The student's instructor defended her curriculum as appropriate to teaching critical thinking and diversity content, as supported by the plan for diversity. Over several weeks, the student moved his complaint up the administrative chain. The dialogue that ensued – between students, faculty and staff, and the community – centered around student rights, academic freedom, and the purposes of campus diversity efforts.

Anticipate controversy by having in place before the plan is approved a means of assuring open discussion leading to resolution about difficult issues.

Patrice Caldwell and Everett Frost, Eastern New Mexico University

In response, President Everett Frost stated unequivocally his commitment to the school's plan for diversity and to academic freedom. He proposed a plan that included the formation of a group of tenured faculty to investigate and make recommendations about the student complaint; evaluation of the plan for diversity; and improvement of "communications and mutual understanding" with the off-campus community. The result: minor editorial changes to the plan for diversity, a request that the diversity committee further explore the topics of civility and tolerance, and the suggestion that diversity efforts focus on gender and ethnicity. The university's board accepted the recommendations and affirmed the institution's commitment to diversity.

Chemeketa Community College found that grappling with the emotional side of diversity created a balance between task and process, between personal

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When I began to work on the Institute on Ethnic Diversity project, I approached it from a management view of defining how the college would integrate curriculum, hire diverse populations, and deal with a new diverse student population. I underestimated the emotional side of the issue and did not conceive the need for people to express their concerns and feelings around our management of diversity.

Teter Kapan,
Chemeketa Community College

elements and rational analysis. By employing both emotive and cognitive arguments during the diversity planning process, personal viewpoints were aired, creating a deeper dialogue.

At North Dakota State University opponents of diversity efforts politicized cultural diversity with single-issue challenges. For example, those resisting the promotion of pluralism suggested that institutions would be forced to hire unqualified individuals and displace employees because of affirmative action; or that academic freedom would be lost when faculty were forced to reconstruct history to include women, immigrant groups, and Native Americans. When the preliminary report was presented, administrators and department heads felt that there was little support in their units for the changes proposed. The preliminary report, instead of clarifying what was being proposed and creating a shared vision for the campus, produced a wave of misinformation that threatened to undermine the entire planning process.

In response, campus officials delayed final publication of the report until dialogues could be held to answer questions and respond to concerns. An abbreviated document which highlighted only the areas of concern and proposed goals and vision statements was prepared; and feedback provided during the dialogues helped the steering committee revise the document to make it sound less authoritative and more visionary. One small change that made a difference: a switch from "cultural diversity" to "pluralism," which was seen as a more positive, inclusive term. While the goals as they were originally presented did not significantly change, the way in which they were portrayed improved their acceptability in the campus community.

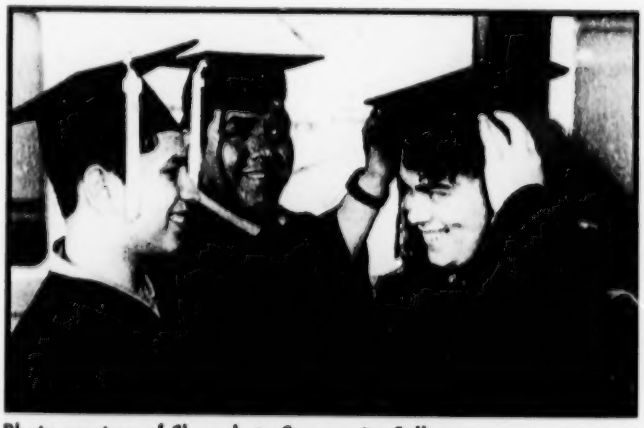

Photo courtesy of Chemeketa Community College

Best Practices

9 Allocate sufficient resources to both planning and implementation of diversity measures.

DIVERSITY efforts require substantial funding. In the planning phase and throughout the process, resources are needed to provide release time for planners, secretarial support, consultants, and other resources. Although the Institute on Ethnic Diversity provided free consulting assistance – and assessment materials – in general, there were still substantial financial needs.

While external funding may support the planning effort and pilot programs, internal resources will be needed for full implementation – and the more comprehensive the plans, the more resources will be required. Funding for recruitment and retention of students, faculty and staff, curriculum transformation, and community outreach will be extensive, and financial planning must begin at the outset of the process.

Successful campuses envisioned the funding process as integrative, infusing diversity into existing campus priorities and activities. This strategy encouraged all units to be responsible for the attainment of their diversity goals within the framework of existing funding. Incentive funding, such as funds for faculty development or curriculum transformation, were distributed centrally, on a competitive basis. Building diversity planning into the accreditation process, educational reforms, and policy and program development enables the campus to accomplish both sets of goals simultaneously, and allows administrators to include diversity goals in their requests for internal and external funding.

Support diversity initiatives with appropriated or "fixed" funds. It is far too easy for institutions to use nonappropriated or "soft" money to fund these efforts. As a result, when the funds are gone, there is no long-term stability for the programs.

Robert S. Littlefield,
North Dakota State University

Funding has provided not only the means to implement parts of the plan, but also the imprimatur of presidential support.

Patrice Caldwell
and Everett Frost,
Eastern New Mexico University

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At the same time, progress can be made by enhancing permanent funding to programs and units that have traditionally supported diversity efforts. Sustaining diversity efforts over time requires an institutional commitment of staff and resources to those units coordinating campuswide planning, the assessment of diversity outcomes, and the communication of results to various constituencies.

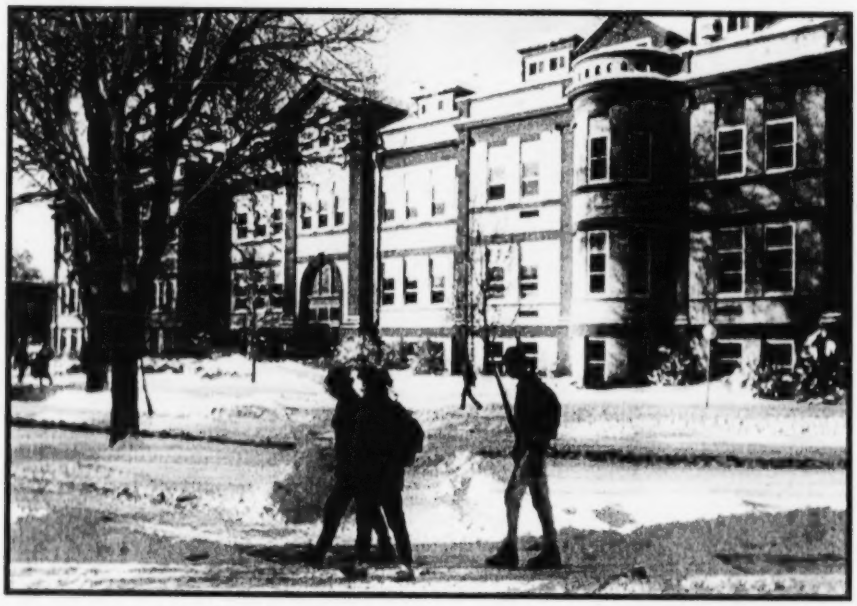

Photo courtesy of North Dakota State University

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Best Practices

10 Seek out opportunities that allow the campus to work collaboratively with local, state, regional, and national bodies.

IN each state, the Western Interstate Commission for Higher Education (WICHE) collaborated with the State Higher Education Executive Officers (SHEEOs) and WICHE Commissioners in inviting participation in the Institute. Up to five institutions, representing a mix of public two-year and four-year institutions, were selected in each state. While a common framework for institutional planning guided the process, each institution's unique history, mission, and experiences were considered. A statewide Institute seminar provided an opportunity for participating institutions to attend workshops, hear keynote speakers and meet in teamwork sessions. Non-participating state institutions were also invited, as well as key community leaders, public school administrators, and higher education state officials. To develop a regional dialogue on diversity in the West, speakers from other state institutes presented their views.

The Institute on Ethnic Diversity provided structure and timely completion, as well as information and strategies, to the planning process.

Patrice Caldwell and Everett Frost, Eastern New Mexico University

In 1994 WICHE's Institute on Ethnic Diversity hosted the National Annual Ford Foundation's Campus Diversity Initiative Conference with representation from all the Institute's colleges and universities. Participation in a national dialogue on diversity cemented local, state, and regional associations, and colleges and universities participating in the Institute have been linked into the Ford Foundation's national higher education diversity agenda.

The WICHE Commission also promoted a regionally based discussion of higher education and diversity: its commissioners, representing the 15 western states, were regularly apprised of the Institute's work and encouraged to actively participate in the diversity dialogue.

Both Eastern New Mexico University and San Juan College have become recognized models for institutional planning for diversity within the Ford Foundation's Campus Diversity Initiative. Their participation in the national Ford initiative

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provided legitimacy and support for their diversity work. Other institutions also contributed to the literature and work in the field through national collaboration. In Oregon, Rogue Community College and Chemeketa Community College were part of a statewide community college diversity initiative and provided leadership to the coalition. The Idaho Institute on Ethnic Diversity drew the participation of all state public institutions; Boise State University provided leadership in planning and implementing their diversity initiatives.

Conclusion

The purpose of articulating best practices for institutional diversity planning is to explore how a diversity planning process, its implementation, and accountability measures actually work. Planning for diversity, when it is at the center of institutional strategic plans and not marginalized, becomes a real catalyst for change. Throughout the change process initiated by the Institute on Ethnic Diversity, common elements of a successful institutional planning processes were spelled out – from the barriers to diversity planning to the conditions necessary for its success. This process has become a national model for institutional change at a pivotal time, as diversity in the academy comes under challenge. The institutional stories reflected here are testimony to the important outcomes of the diversity planning process.

Best Practices PROFILES

Boise State University

Chemeketa Community College

Eastern New Mexico University

North Dakota State University

San Juan College

Rogue Community College

University of Idaho

Boise State University

Launching its diversity planning process in 1993, Boise State's efforts brought together not just faculty, students and staff, but also community members and university trustees. Its vision statement embraced all aspects of university life, from minority recruitment and graduation rates to campus environment. By 1994, the plan was ready and put in place, and the succeeding years have seen real follow-through: the establishment of a Mexican American studies minor, along with a conference whose keynote speaker was writer Rudolfo Anaya; the appointment of an Ethnic/Nationality Heritage Board; the awarding of scholarships at the Hispanic Youth Conference; and departmental efforts to transform their curriculum and hiring practices are just some of the examples.

Chemeketa Community College

With a campus population that counts a large and growing number of ethnic minority students among its members – a quarter of the population for students 20-29 – Chemeketa Community College had a strong impetus to make sure its vision and mission actively embrace all cultures. The college's service area covers more than 2,600 square miles in Oregon's mid-Willamette Valley. The goal of its planning committee was to translate grassroots efforts into strategic plans, with goals and funding – and to bring awareness and support for diversity efforts to every corner of the campus. One example of its success: the rewriting of a counseling position description to include secondary-language abilities to help better meet the needs of Chemeketa's students. This change led to further discussion of the institution's hiring processes.

Eastern New Mexico University

In 1992 WICHE chose New Mexico as the pilot state in which to implement diversity planning and Eastern New Mexico University (ENMU) as one of the first schools to participate in the process. The institution is located in the rural, eastern area of the state and serves a local population which is 26 percent Hispanic. Since 1992, ENMU has established individual diversity committees in all of its colleges, with the goal of enhancing both curriculum and teaching. Students have been active in the process too, winning a sizable state grant for diversity projects and producing a video and workbook, "Shades of Plaid," for incoming freshman.

North Dakota State University

A land grant institution, North Dakota State University, which began its work toward cultural diversity in the early 1990s, found that its early plan for "pluralism enhancement" was met with marked resistance. Its solution: to bring in every department on campus to work on the plan's revision. In the days since adoption of the final plan, there's been vigorous follow-through by units like human resources and information technology services, as well as by some academic units – notably, business administration, which has been active in creating new courses and opportunities for students.

San Juan College

Native American, Hispanic, and other minority groups make up 40 percent of the student population of San Juan College, a community college in Farmington, New Mexico, whose service area lies within the Navajo Nation and also includes the Southern Ute, Ute Mountain and Jicarilla Apache Indian reservation. Not only did the college create and implement a diversity plan, it also integrated it into its five-year strategic plan, ensuring that the progress of diversity on campus would be reviewed regularly. The results are impressive: the retention of Native American and Hispanic students has risen sharply, and Native Americans represented 20 percent of a recent graduating class. The Native American Program, United Tribes Club, Students at Risk project and other organizations work to orient students to campus life and help them succeed, both personally and academically.

Rogue Community College

Rogue began its diversity work in 1994, when its Ethnic Diversity Task Force discovered that 38 different groups – not all defined by ethnicity – existed in its small, rural, southern Oregon community. The fastest growing minority

populations: Native American and Hispanic. The task force, including faculty, staff, administrators and students, made it their goal to meet first with representatives of the ethnic communities served by the college. In addition to grassroots support, the task force got a strong boost in its efforts from Rogue's president. The result: widespread awareness of diversity issues, both on-campus and in the community.

University of Idaho

The University of Idaho's student body includes 6 percent American ethnic minorities and 5 percent international students. Located in Moscow, Idaho, the land grant university is nestled in the wheat and lentil farmlands in northern Idaho. The university's diversity planning process, which aimed in part to increase minority enrollment, had many positive outcomes. Scholarships and out-of-state tuition waivers support minority student recruitment efforts.

Programs to help minority students get a "jump start" on campus life and efforts to track students in their early days on campus are designed to aid in retention. And in the wake of a 1995 teaching forum on ethnic diversity, the university's core curriculum is being revised, with an eye to expanding the core beyond Western civilization.

Photo courtesy of University of Idaho

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